

**THE INFLUENCE OF USING SNOWBALL THROWING TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF
MTs NEGERI 1 TULANG BAWANG IN
ACADEMIC YEAR OF 2019/2020**

(A Thesis)

**Submitted as a Partial Fulfillment
of the Requirments for S1-Degree**

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2019**

ABSTRACT

Vocabulary is very important in language. Without vocabulary people cannot develop the language skills namely, listening, speaking, reading and writing. The students' vocabulary mastery at MTs Negeri 1 Tulang Bawang have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 59.17% of the students who got the score under 72 the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied snowball throwing technique in teaching vocabulary. Thus, the objective of this research was to know whether there was an influence of using snowball throwing technique towards students' vocabulary mastery at the first semester of the eighth grade of MTs Negeri 1 Tulang Bawang in academic year of 2019/2020.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 40 minutes for each. The population of this research was eighth grade students of MTs Negeri 1 Tulang Bawang. The total sample in this research was 60 students that were taken from two classes, VIII C and VIII D. In collecting the data, the researcher used tests, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using snowball throwing technique towards students' vocabulary mastery at the first semester of the eighth grade of MTs Negeri 1 Tulang Bawang in academic year of 2019/2020.

KeyWords : *Snowball Throwing, Vocabulary Mastery, Quasi Experimental Design*

DECLARATION

I hereby state that this thesis entitled: “The Influence of Using Snowball Throwing towards Students Vocabulary Mastery at the First Semester of Eighth Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2019/2020” is completely my own work.

I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, September 2019

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: “ And He taught Adam the names of all things; then He placed them before the angels, and said, “Tell Me the names of there if you are right”.¹

(Q.S Al-Baqarah: 31)

¹ Abdullah Yusuf Ali, The Holy Qur'an, Text and Translation, (New Delhi: Millat Book Center, 2006), p.8

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time,
2. the greatest inspiration in my life, my beloved father and mother Mr. Herman Asri and Mrs. Erlis, for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending,
3. my beloved sister and brothers Intan Suhada, Roni Arofi, Maheer Subhan, and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me,
4. my beloved friends Sandika, Mirna Agustia, Ade Kurniasih, Nurmala, Giyar Tanti and all of friends in class F force 2014, and
5. my beloved lectures and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self- development.

CURRICULUM VITAE

The name of the researcher is Nurul Persita. She was born on April, 8th 1995 in Menggala, Tulang Bawang. She is the first child of the couple Mr. Herman Asri and Mrs. Erlis. She has a sister and two brothers, their names are Intan Suhada, Roni Arofi, and Maheer Subhan.

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ACKNOWLEDGEMENT

First of all, praise is to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this thesis. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Snowball Throwing towards Students’ Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dewi Kurniawati, M.Pd, the advisor who has patiently guided and directed the researcher until completion of this thesis.
4. Irawansyah, M.Pd, the second advisor, who has given guidance and supervision, especially in correcting this thesis.

5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the beginning of her study.
6. Lekat Rahman, M.Pd, the Headmaster of MTs Negeri 1 Tulang Bawang and all the teachers and staff who have helped the researcher in collecting data.
7. Hersan Muammar, M.Pd and all English teacher of MTs Negeri 1 Tulang Bawang who given guidance and spirit in conducting this research.
8. All of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
9. The researcher's beloved friends Nurmalinda Septia, Shelya Athami, Mutiara Sari and all friends in English Program of UIN Raden Intan Lampung, especially class F thank you for your help and motivation that given to researcher.
10. My beloved faraway friends Shandika, Mirna Agustia, Ade Kurniasih, Nurmala, Giyar Tanti who always support me.

Finally, the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,

2019

The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is a very important part for us in learning English. It is because of vocabulary is an essential element of foreign language learning which contributes at every level to communication and comprehension in the target language.¹ It means that vocabulary has big contribution to supporting people to communicate with another people and comprehend in target language. Furthermore, without grammar very little can be conveyed but without vocabulary nothing can be conveyed.² It means that the first thing that has to be mastered by language learners in learning language is vocabulary and learning vocabulary cannot be separated from the other language skills such as listening, speaking, reading and writing.

According to Nist, words are tools of our trade: word we use in reading, writing, listening, and speaking.³ In listening, students' vocabulary influence their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In addition,

¹ Marianne Nikolov, *Early Learning Of Modern Foreign Languages*, (Salisbury: Short Run Press, 2009), p.181

² Scott Thornburry, *How to Teach Vocabulary*, (Person Education Limited, 2002), p. 13.

³ Sherrie L. Nist and Carelo Mohr, *Improving Vocabulary Skills*, (New Jersey: Townsend Press, 2002), p.1

learning vocabulary is very important because in order to communicate well in a foreign language, students must acquire an adequate number of words and must know how to use them accurately. The acquisition of vocabulary will help people in gaining, understanding, and also enhancing the process of knowledgeable transferred.

According to Thornburry, there are at least four types of vocabulary.⁴ There are adverb, adjective, noun and verb. Those can be described as follows; adverbs are words that describe or modify verbs, adjectives, and other adverbs, adjective is modify noun and pronoun, then noun is the name of person, thing, quality, concept, or condition, and verb is words that describe the action or state of being of the subject.⁵ It means that vocabulary has many types and it refers to adverb, adjective, noun, and verb.

Based on the idea above, the researcher concludes that the vocabulary is collection or a list of words and an essential element of learning a foreign language that should be learnt to help the students use language to communication well.

Based on the preliminary research at MTs Negeri 1 Tulang Bawang, the researcher conducted an interview with one of the English teachers and some students there. When the writer interviewed the English teacher Hersan Muammar M.Pd, he said that most of the students especially in the eighth grade have low achievement of the vocabulary. In addition, they have low

⁴ *Ibid.*, p.4

⁵ Eugene Ehrlich and Daniel Murphy, *Schaum's Outline Of English Grammar (Second Ed)*, (New York: McGraw-Hill, 1991), p.1

score in vocabulary. Furthermore, some students said that they felt difficulties in memorizing word, to find the meaning and pronunciation. Besides that, the students did not interest in vocabulary materials because the teacher explained the material and after that asked the students to do task. The teacher used translation technique in learning activity.⁶ The students did not feel interest and enjoyable when learning material so they felt difficult in mastering vocabulary.⁷ The students' vocabulary score can be seen in Table 1:

Table 1
Students' Vocabulary Score at the Eight Grade
of MTs Negeri 1 Tulang Bawang in the Academic Year of 2018/2019

No	Students' Score	Class				Total	Percentage
		A	B	C	D		
1	≥ 72	12	13	11	13	49	40.83%
2	< 72	18	17	19	17	71	59.17%
Total		30	30	30	30	120	100.00%

Source : Document of Vocabulary Score at the Eighth Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2018/2019.

The English teacher in MTs Negeri 1 Tulang Bawang said that criteria minimum mastery (KKM) score for English Subject at the school was 72. Based on the table above, it can be concluded that 59.17 % or 71 students got under 72 score. The students who got score above of the criteria of minimum only 40.83 % or 49 students. It means that the students' vocabulary is still low and need to be improved. Therefore, the students felt difficult in learning

⁶ Hersan Muammar, teacher of MTs Negeri 1 Tulang Bawang, on August 23th, 2018. An interview

⁷ The interview to the students at the First Semester of Eighth Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2018/2019, Conducted on August 23th, 2018, Unpublished

vocabulary, because the teacher' technique is monotonous so the students felt uninterested in learning process mastering vocabulary.

Based on the explanation above, one of the problems is the students feel bored because the teacher still use the same technique to teach vocabulary. Teaching for junior high school is not the same as teaching university students because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. They love to play and like to think that what they are doing in real work. It is suggested by Thornburry who says that before giving new vocabulary, the teachers can use these factors:

1. The levels of the learners
2. The difficulty of the items
3. The learner's likely familiarity with words
4. It teach ability
5. Whether items are being learned for production or for recognition.⁸

In other words, If the teachers can not teach the students properly, they may not enjoy their learning, consequently, the teaching learning process may fail.

As a good teacher he or she must be able to find a good way in teaching learning process, so one of the interesting ways in teaching vocabulary is by using snowball throwing. Snowball throwing is the development of discussion

⁸ Scott Thornburry, *Op., Cit*, pp. 75-76

learning model and part of cooperative learning.⁹ Snowball throwing technique is a technique to trains students to be more responsive to receive messages from other students in the form of snowballs made of paper, and conveys the message to his friend in a group.¹⁰ According to Suprijono, snowball throwing is a way of presenting learning materials in which students are formed into heterogeneous groups.¹¹ From the statements above the researcher concluded that snowball throwing can be used as alternative technique to refresh and to add vocabulary in more enjoyable way.

Snowball throwing technique is a suitable technique to be used in teaching. First, the students feel fun and interest. Second, the students become more active in doing activities such as; discuss, make the questions, answer the questions, working together with their friends, so they do not feel bored in their study. Finally students can improve their confidence in learning English and the students can enjoy study in the classroom.

There are some research that are relevant to my research as following: the first research was done by Afiska entitled “The Influence of Snowball Throwing Method towards Students’ Speaking Ability at the First Semester of Ninth Grade of SMP Yasmida Ambarawa in the Academic Year of 2018/2019”. In this research, snowball throwing method could improve the

⁹ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p. 174.

¹⁰ Rahmat Wirawan L, Ferry Rita, Abd. Waris, *Increasing Vocabulary Mastery Of The Seventh Grade Students Through Snowball Throwing (E-Journal Of English Language Teaching Society (ELTS))*, Vol 1, No 2, 2013, p. 3.

¹¹ Sofyan A. Gani, Yunisrina Qismullah Yusuf & Rima Erwina, *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, (Proceedings of The 1st National Conference on Teachers’ Professional Development September 30, 2017), p. 19.

students' speaking ability. As the result, there was an influence of snowball throwing method towards students' speaking ability.¹²

The second previous research was conducted by Wahyuni. She did the research entitled "The use of snowball throwing game to improve students writing skill on descriptive text (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016). As result from her research, snowball throwing can improve the students' writing skill on descriptive text.¹³ The result of the research showed that snowball throwing can be applied in all aspects.

From those two previous research the researcher concludes that snowball throwing technique can be applied to teaching a variety of language skill such as speaking, reading, writing, and listening.

Based on the explanation of previous research, it can be concluded that are significant differences of previous research to this research. The differences between this research with the previous research are in the previous research from Afiska, she implemented snowball throwing as method to teach speaking ability. While in this research the writer using snowball throwing as technique to teach vocabulary mastery. Furthermore, the other differences this research with the previous research are the writer uses quasi experimental research as

¹² Afiska, *The influence of snowball throwing method towards students' speaking ability at the first semester of ninth grade of SMP Yasmida Ambarawa in the Academic Year of 2018/2019*, (Lampung: Tarbiyah and Teacher Training Faculty The Islamic University Raden Intan, 2018), p.i

¹³ Tri Wahyuni, *The Use of Snowball Throwing Game to Improve Students Writing Skill on Descriptive Text, at the grade st udent of MTs N Gondangrejo*, Department of English Education, Faculty of Islamic Education and Teacher Training, State Islamic Institute of Surakarta, 2016, available on <http://eprints.iain-surakarta.ac.id>, accessed on March 11, 2019.

methodology research. While the previous research from Wahyuni, she uses Class Action Research (CAR) as her methodology research.

Based on the background above, the researcher proposes a research entitled “The Influence of using Snowball Throwing towards Students’ Vocabulary Mastery at the First Semester of the Eight Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2019/2020”.

B. Identification of the Problem

Based on the background of the problem, the researcher identifies the problems are as follows:

1. The students’ vocabulary mastery is still low
2. The students have difficulty in memorizing vocabulary
3. The students feel bored in learning vocabulary
4. The teacher not use effective and interesting technique to teach vocabulary

C. Limitation of the Problem

The researcher limits the problem on the influence of using snowball throwing towards students’ vocabulary mastery at the eighth grade of MTs Negeri 1 Tulang Bawang. The researcher focused on noun, adjective and verb of descriptive text with the topics people, animal and things. The researcher limits the kinds of vocabulary which are appropriate with syllabus.

D. Formulation of the Problem

The researcher formulates the problem as follows: Is there a significant influence of using Snowball Throwing towards Students’ Vocabulary Mastery

at the First Semester of the Eight Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2019/2020?

E. Objective of the Research

Based on formulation of the problem, the objective of the research is:

To know whether there is a significant Influence of using Snowball Throwing towards Students' Vocabulary Mastery at the First Semester of the Eight Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2019/2020.

F. Significance of the Research

1. Theoretically

- a. The result of this research is expected to support the previous theories about the influence of using snowball throwing towards students' vocabulary mastery.
- b. To develop knowledge of the researcher in practicing the theories.
- c. The result of this research is expected to be able to widen the skill of teachers in using snowball throwing in order to improve the students' vocabulary mastery.
- d. As reference to other researchers who want to study snowball throwing more intensively in teaching vocabulary.

2. Practically

It is hoped that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about teaching vocabulary through snowball throwing technique.

a. For the teachers

By using snowball throwing technique, the teachers can improve their creativity in teaching and learning process and by using this technique the teachers can know the mind set and can train their students to participate in learning activities, so the goal of learning can be achieved.

b. For the students

By using snowball throwing technique can make the students easy to understand the lesson and interested in learning vocabulary because this technique make the class atmosphere more life and make the teaching learning process more attractive, increasing the readiness of students and students can show their knowledge to each other in group discussion.

Scope of the Research

1. Subject of the Research

Subject of the research was the students at the First Semester of the Eighth Grade of MTs Negeri 1 Tulang Bawang.

2. Object of the Research

Object of the research was the influence of using Snowball Throwing Technique toward students' vocabulary mastery.

3. Place of the Research

The research was conducted at MTs Negeri 1 Tulang Bawang.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as Foreign Language

In Indonesia, English is as a foreign language. English is a subject of learning in Elementary school, Junior High School, Senior High School, and University level. From Junior High School level, English is as a compulsory subject where the students study four skills in English: listening, speaking, reading, and writing. The English subject is one of curriculum program that has purpose to develop the students' competence in terms; attitude, knowledge, and skill.¹

In teaching English as a foreign language there are ways that is suitable with the school condition to make the students to be active. Therefore the teacher's function in teaching and learning process is very important. In teaching English as a foreign language, teachers must have good preparation and technique in giving the material to the students. In addition, the teacher must make a condition of the class environment effectively and can run well. This is supported by Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge and causing to know or understand.²

¹ <https://mintotulus.files.wordpress.com/2012/04/permendikbud-no-58-tahun-2014-tentang-kurikulum-smp.pdf> (October, 4th 2018)

² H. Douglas Brown, *Principle of Language Learning and Teaching* : (5th Ed), (New York: Longman, 2007), p.7

It means that teaching is giving instruction and guiding in studying something, providing with knowledge and causing understanding.

In conclusion the teaching learning process will run well and the students get many opportunities to learn and improve their knowledge about English if the teacher successfully guides them. Besides, teacher should be able to present and explain a new material clearly and effectively, teacher should be able to provide practice that can interest the students to enjoy in learning process, and teacher should be able to make a test to measure how far the students' comprehend about the lesson. So, the students can more understand about the material and enjoy to learning a foreign language.

2. Vocabulary

a. Concept of Vocabulary

In learning a language, vocabulary is essential in conducting communication. Whenever we want to communicate with other people using a language, we must can mastered vocabulary related to the topic spoken. Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Linse mentioned that vocabulary is the collection of words that an individual knows.³ Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing).

³ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (McGraw-Hill, 2007), p. 121.

According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.⁴ In learning English, students in junior high school must learn a new vocabulary. They have to master a language to comprehend the information, and able to speak and write in English. Vocabulary is also important to express idea or to ask for certain important. If the learners have a lack of vocabulary, they will find some difficulties in expressing ideas in oral or written. In addition, if the learners have less vocabulary, they also cannot access the information or knowledge. Moreover, without the words the students cannot really understand facts or ideas that the students have meet. Students at least must understand the meaning of the words, so they will get what is conveyed by the text or what is spoken by someone.

Based on explanation above, vocabulary is one of the most important language components that are used to communicate between someone to another. No language exists without vocabularies and words are signs or symbols for idea. Therefore, without vocabulary we unable to use the language communicatively.

b. Concept of Vocabulary Mastery

Vocabulary is an important element which has to be mastered in learning a language. According to Thornburry, he states that all language have words. He also says “by having adequate vocabulary, someone will be able to

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 225.

communicate to other people and express his idea clearly and easily.⁵ It means that vocabulary is important part of language. A language is formed by words, so we can make our communication well, we will easy to share our point to our partner of speaking.

According to Guskey, mastery is a term that all educators use and believe they understand well.⁶ Hence, vocabulary mastery is someone's ability to understand or to use words in a language. So, if the students want to learn a particular language, such as English, they should develop their vocabulary mastery first because it will influence of the process in learning language.

Based on explanation above, it can be concluded that vocabulary mastery is very essential especially for understanding English. Teacher should pay attention to teaching and learning English vocabulary to students. Teacher should choose and apply some teaching techniques which is suitable for the students' need based on the curriculum.

c. Concept of Teaching Vocabulary

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning English. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. For this reason, teacher should pay

⁵ Scott Thornburry, *How to teach vocabulary*, (English: Longman, 2002), p.1

⁶ Thomas R. Guskey, and Eric M. Anderman, *In search of a useful definition of mastery*, Journal education leadership, Volume 71 No 4, 2013, p.19.

more attention to the teaching and learning English vocabulary to students. Teacher should chooses and apply teaching technique which is suitable with the students' needs based on the curriculum. Without understanding the new words, the students will get the difficulties to study English.

Teaching vocabulary is clearly more than just presenting new word. Teacher has to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talk about language at various points during learning and teaching.⁷ This is not only teach so that teacher can explain and student come to understand, but the teacher know what going to correct it. This means the teacher should know what he/she wants to teach in order to make student understand easily.

d. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:⁸

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include: Polysemy, antonym, synonym, hyponym, and connotation.

⁷ Jeremy Harmer, *How to teach English*, (New London: Longman, 2007), p.34.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Person Education Limited, 2007), p. 18.

2. Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word hiss for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“Don’t move or you’re dead,” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (He’s real snake in the grass). Snake in the grass is a fixed phrase that has become an idiom, like countless other phrases such as “raining cats and dogs, my house is castle, etc”.

3. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is the initial form of a sentence. Word form then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words death and dead, dying and die, etc.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between

countable and countable noun. The former can be both singular and plural.

We can say *one chair* or *two chairs*, etc.⁹

According to Nation the terms receptive and productive apply to a variety of kinds of language knowledge and use. When they are applied to vocabulary, the terms cover all aspects of what is involved in knowing a word. At the most general level, knowing a word involves form, meaning, and use.¹⁰ It means that receptive and productive knowledge can cover all aspects in knowing a word.

Table 2
What is involved in knowing a word

Form	Written	R P	What does the word look like? How is the word written and spelled?
	Word parts	R P	What parts are recognizable in this word? What word parts are needed to express the meaning?
Meaning	Form and meaning	R P	What meaning does this word form signal? What word form can be used to express this meaning?
	Concept and reference	R P	What is included in the concept? What items can the concept refer to?
	Association	R P	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical function	R P	In what patterns does the word occur? In what patterns must we use this word?
	Collocation	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use (register, frequency....)	R P	Where, when, and how often would we expect to meet this word? Where, when, how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.

⁹ *Ibid.*, pp. 18-21.

¹⁰ Nation, *Learning English in Another Language*, (Cambridge: Cambridge University Press, 2001), p. 39

From two experts who explain about the vocabulary aspects, the two experts above have three same aspects; there are the form, the meaning, and the use. From the statements above, the writer concludes that there are some aspects of vocabulary: they are word meaning, word use, and word formation. In this research the writer will focus on the word meaning, word use, and word formation which are suitable with the material on syllabus of the eighth grade.

e. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He states that there are eight types of vocabulary.¹¹ There are, noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner. Those can describe as follows :

1. Noun is the name of person, thing, quality, activity, concept, or condition.¹² It means that noun is related with name of something like place, plant, people, and others. For example, *Joe, teacher, dog, hospital, etc.*
2. Verb is the word or words that describe the action or state of being of the subject.¹³ For example, *write, listen, read, etc.*

¹¹ Scott Thornburry, *Op.Cit.*, p.4

¹² Eugene Ehrlich and Daniel Murphy, *Schaum's Outline Of English Grammar (Second ed)*, (New York:McGraw- Hill, 1991), p. 17.

¹³ *Ibid.*, p. 1.

3. Adverb is modify or describe verbs, adjectives, and others adverbs.¹⁴ It means that adverb can be used to describe or modify verbs, adjectives and other adverbs. While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen. It means that adverb related with the how process, time, and where the thing happen. For example, *now, tomorrow, certainly, maybe, and other.*
4. Adjective is modify noun and pronoun.¹⁵ In addition, Dykes states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.¹⁶ It means that adjective is word that describe noun. For example, *beautiful, good, small, and others.*
5. Pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun.¹⁷ We use pronouns to make clear whom or what we are talking about, while avoiding confusing or clumsy repetition.¹⁸
6. Preposition is a word (or group of words) which is used to show the way which other words are connected..¹⁹ Word like *on, off, of, into*, normally followed by noun or pronoun.
7. Conjunction is from the Latin *con* meaning 'together' and *jungere* meaning 'to join'. A conjunction joins two or more parts of speech of a

¹⁴ *Ibid.*, p. 107.

¹⁵ *Ibid.*, p. 95.

¹⁶ Barbara Dykes, *Grammar for Everyone*, (Camberwell: Acer press, 2007), p. 53.

¹⁷ Eugene Ehrlich and Daniel Murph, *Op. Cit.*, p.73.

¹⁸ Barbara Dykes, *Op. Cit.*, p. 35.

¹⁹ Jeremy Harmer, *Op. Cit.*, p. 65.

similar kind or two or more parts of a sentence.²⁰ Word like *and*, *but*, *although*, *because*, *when*, *if*, can be used to join clauses together. For example, *I rang because I was worried*.

8. Determiner is one of a group of words that begin noun phrases.

Determiner includes *a/an*, *the*, *my*, *this*, *each*, *either*, *several*, *more*, *both*, *all*.

In conclusion, word classes divided in eight parts, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the writer will focus on noun, verb, and adjective. The reason of writer focuses on noun, verb, and adjective as according to learning material syllabus English of the eighth grade at the first semester that is short and simple descriptive text about people, animals, and things.

f. Concept of Noun

Noun is one of the most important parts of speech. The noun in Latin *nomen* has meaning “name”. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not.²¹ It is supported by Ehrlich, he states that a noun is the name of a person, place, thing, quality, activity, concept or condition.²² It means that noun is part of speech that can be seen, tasted, smelt, touch and heard.

From definitions above, it can be said that noun is a word which is used to name or identify a person, thing, and idea. All names of all things, such as *people*, *cities*, *towns*, *states*, *countries*, *buildings*, *rivers*, *books*,

²⁰ Barbara Dykes, *Op. Cit.*, p. 73.

²¹ Barbara Dykes, *Op. Cit.*, p. 22.

²² Eugene Ehrlich and Daniel Murphy, *Op. Cit.*, p. 17.

plays, articles, songs, and etc are noun. For example, the words *man, woman, boy, girl, teacher or doctor* are all nouns that name people. The words *dog, cat, mouse, fish, snake or bird* are all nouns that name animals. Words like *school, museum, store, restaurant or house* are nouns that name places.

There are four kinds of nouns.²³

1. Common noun : It is name of everyday things that we can see, hear or touch.²⁴ A common noun is the name used for any unspecified member of a class of persons, places, things, qualities or concepts.²⁵ For example, *table, flower, banana, song, etc.*
2. Proper noun : It is the name of specific person, place or thing.²⁶ A proper noun start with a capital letter. A proper noun is more specific than common noun. For example, the proper noun of flowers is *tulip, jasmine, rose, etc.*
3. Abstract noun : It is name of a feeling or a state of being which has no form or shape and which cannot be seen and touched, but whose existence we recognize. For example, *beauty, intelligence, greed, joy, duty, etc.*²⁷
4. Collective noun : It is name for groups of things, animals or people, which go together, or have something in common. For example:

A number of people in a group singing is *a choir*.

²³ Barbara Dykes, *Op. Cit.*, p. 22.

²⁴ *Ibid*

²⁵ Eugene Ehrlich and Daniel Murphy, *Op. Cit.*, p. 25.

²⁶ *Ibid*

²⁷ Barbara Dykes, *Op. Cit.*, p. 27.

A number of cows in a group is *a herd*.

Noun can be classified in two types. According to Lester, they are: Countable noun and Uncountable noun. Countable noun means that we can make the noun plural and use number words with the noun. Using the noun *dog*, for example: the *dogs* are in the park. We can also use number words with *dog*: *one dog, two dogs, three dogs*, and so on. Most nouns that refer to concrete objects are countable nouns.

However, noun that refer to abstractions and nouns that are used to label things that occur in undifferentiated masses (as opposed to individual persons, places, or things) are often uncountable noun. The terms uncountable noun means that we cannot count these nouns with number words or make them plural. For example, the abstract noun *luck* cannot be counted: we cannot say *one luck, two lucks, three lucks*, and so on.²⁸ In summary, the words that can be counted refer to the countable noun.

g. Concept of Verb

Verb is the word or words that describe the action or state of being of the subject.²⁹ The verb is used after subject, or before object or complement.³⁰ According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.³¹

²⁸ Mark Lester, *English grammar Drills*, (New York: McGraw Hill, 2009), p.4.

²⁹ Eugene Ehrlich and Daniel Murph, *Op. Cit.*, p. 1.

³⁰ Marcella frank, *Modern English a Practical Reference Guide*, (new jersey; PrenticeHall,1972), p. 52.

³¹ *Ibid.*, p. 48.

a. Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are *appear, be, become, get, look, remain, seem, feel, taste, smell, sound*. For example: the news *sounds* interesting.

b. Transitive or Intransitive Verb

A transitive verb takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

Finally, it can be said that verb is a word (or group of words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

h. Concept of Adjective

Ehrlich state that adjective is modify noun or pronoun.³² In addition, Harmer states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.³³ Besides, it can be a group of words. Therefore, its most usually position is before the noun or

³² Eugene Ehrlich and Daniel Murph, *Op. Cit.*, p. 95

³³ Jeremy Harmer, *The Practice of Language Teaching* (4th ed), (London: Longman, 2007), p. 18.

pronoun that it modifies, but it fills other positions as well. For examples are the underline words in the following examples:

1. A red apple
2. A beautiful dress
3. A girl sitting under the tree, and so on.

The first examples are placed before the noun that are modified, so the nouns get new explanation that can be imagined by the reader. Meanwhile, in the last example, the adjective is a group of words that is places after the noun “girl”. From the statement above, it can be concluded that adjective is a word or group of words that modify noun or pronoun and can be place before or after the noun or pronoun.

3. Concept of Descriptive Text

Descriptive text describes a particular person, place, and thing.³⁴ Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text focused on specific participants, use of adjective, verb, and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend). Animal, such as Cat, Dog, Elephant. Thing such as doll, bag, table, etc.

³⁴ Patter Knap, Megan Watkins, *Genre, Text, Grammar* (Sydney: UNSW Press, 2005), pp. 98-99

4. Concept of Approach, Method, and Technique

In the general area of methodology, people talk about approaches, methods, techniques, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.³⁵ According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.³⁶ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.³⁷ It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and techniques as part of their standard fare.³⁸

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the

³⁵ *Ibid.*, p. 62.

³⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd Ed), (New York : Longman, 2000), p. 16

³⁷ Jeremy Harmer, *Op. Cit.*, p. 62.

³⁸ *Ibid*, p. 62.

classroom.³⁹ It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeats the right one. Brown states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.⁴⁰ It is almost same with Setiyadi's statement where the technique refers to by some activities in the teaching and learning process. Technique also has rules to create some activities.

Based on the statements above, in order to solve the problem in learning English Snowball Throwing is one of technique in teaching learning process. Therefore, by using this technique in mastering the vocabulary the students will be fun and not bored, this technique also can help the students in memorizing the vocabulary.

5. Snowball Throwing Technique

a. Concept of Snowball Throwing Technique

Snowball throwing is the development of discussion learning model and it is part of the cooperative learning.⁴¹ Because cooperative learning can be applied to almost any assignment in any curriculum for any learners, it means that we can apply snowball throwing for teaching vocabulary.

³⁹ Setiyadi, *Op. Cit.*, p. 14.

⁴⁰ H. Douglas Brown, *Op. Cit.*, p. 16.

⁴¹ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta; Ar-Ruzz Media), p. 174.

In relation to Suprijono (in Wirawan), learning environment and management system of cooperative learning for snowball throwing are provide opportunities for learning democracy, enhance the appreciation of students on academic learning and changing norms related to achievement, prepare students to learn about collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue.⁴² It means that how important and how effective applying of cooperative learning in teaching English.

As reported by Wirawan, describes snowball throwing technique is a technique to trains students to be more responsive to receive messages from other students in the form of snowballs made of paper, and conveys the message to his friend in a group.⁴³ According to Suprijono, Snowball throwing is a way of presenting learning materials in which students are formed into heterogeneous groups.⁴⁴ Furthermore, snowball throwing technique is throwing ball filled by massage from others group and it must be responded.⁴⁵

Based on some definition above, therefore through the application of snowball throwing students can submit messages (key word) in written form

⁴² Rahmat Wirawan L, Ferry Rita, Abd. Waris, *Increasing Vocabulary Mastery Of The Seventh Grade Students Through Snowball Throwing (E-Journal Of English Language Teaching Society (ELTS))*, Vol 1, No 2, 2013, p. 3.

⁴³ Rahmat Wirawan L, *Op. Cit*, p. 3.

⁴⁴ Sofyan A. Gani, Yunisrina Qismullah Yusuf & Rima Erwina, *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, (Proceedings of The 1st National Conference on Teachers' Professional Development September 30, 2017), p. 19.

⁴⁵ Isjoni. *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Antara Peserta Didik*, (Yogyakarta: Pustaka Pelajar, 2012), p.34.

which will be discussed together. One of useful cooperative learning models as Snowball Throwing is students will obtain more understanding based on the messages (key word) given by their friends. The difficult messages will be solved by other members of the group. When students cannot respond key word, teachers will help student to solve the problem. Finally, they catch point of the concept.

In learning process Snowball throwing is one of vocabulary technique which make students enjoy and can decrease worry in learning vocabulary. Snowball throwing encourages the students to be active in speaking and writing participation in the classroom, because this technique contains a rich communication where students must be active. Therefore, Snowball Throwing techniques have positive effect on the students' memory development. In addition, the purpose of this technique is appropriate in reviewing the vocabulary for the students. Snowball throwing also has capability to increase self-confidence of hesitant students, because in snowball throwing activities, the students will have different role and have to write, which means they do not have to take the same responsibilities.

b. The Steps of Snowball Throwing

On the book of cooperative learning Agus Suprijono, here are steps of snowball throwing technique as follows:

1. Teacher deliver the material that will be learnt.
2. Teacher make groups and call the leader of each group to give an explanation about the material to the members in the group.
3. Each leader of group back to each group and give explanation to his members.
4. Each group is given a sheet of paper and asked to write down question concerning any matter which has been described by the leader of group.
5. The paper that containing the question is made like a ball (snowball) and thrown from one student to another student for 5 minutes.
6. Then each group has one ball and the teacher gives the opportunity for students to answer the question in turn.
7. Evaluation.
8. Closing.⁴⁶

⁴⁶ Agus Suprijono, *Op.Cit*, p.147

On the other hand, Setiawan gives the steps in using snowball throwing, they are:

1. The teacher gives the materials based on the basic competence.
2. The teacher makes some groups consist of 5 to 8 students and gives the explanation about the materials to the moderator.
3. The each moderator back to their groups, then they explain again what teacher explained before.
4. Then, each student has given a work paper to write one word involve the material that moderator of each group had explain it.
5. Then made it like a ball and throws it from a student to another for \pm 15 minutes.
6. After that, each student will get a snowball paper then the student is given an opportunity to mention the word from the snowball paper as by turn.
7. Then, the student must say the word based on the end letter of the word mentioned before.
8. Teacher makes evaluation about the materials.
9. Teacher closes the teaching and learning process.⁴⁷

⁴⁷ Heru Setiawan, Teaching English Vocabulary in The Theme Fruits and Animals by Using Snowball Throwing Technique (STT) to The Seventh Graders (*Jurnal Didascein Bahasa*), Vol. 2, No. 2, Mei 2017, p.31

The steps of snowball throwing technique to teach vocabulary are as follows:

1. Teacher deliver the material that will be learnt.
2. The teacher makes some groups consist of five to eight students and call the leader of each group to give the explanation about the materials to the members in the group.
3. Each leader of group back to their groups, then they explain again what teacher explained before.
4. Then, each student has given a work paper to write one word involve the material that leader of each group had explain it.
5. Then, made the paper like a ball (snowball) and throws it from a student to another for 5 minutes.
6. Then each group has one ball and the teacher gives the opportunity for students to mention and define that word as by turn.
7. Evaluation.
8. Closing.

c. Advantages and Disadvantages of Snowball Throwing

1. Advantages of Snowball Throwing
 - a. The learning atmosphere is fun because students like playing with throwing paper balls (snowball throwing) to other students.
 - b. Students have the opportunity to develop their thinking skills because they are given the opportunity to make the key word and given to other students.

- c. Make the students ready with a variety of possibilities because students do not know what the key word their friends will make.
 - d. Students are actively involved in learning.
 - e. The teacher does not bother making media.
 - f. Learning becomes more effective.
2. Disadvantages of Snowball Throwing
- a. The leader of the group cannot explain the material well.
 - b. The naughty students lean to make noisy the class.

6. Translation Technique

a. Concept of Translation Technique

The teacher at MTs Negeri 1 Tulang Bawang used translation technique for teaching vocabulary. In this research, the writer focused on translation technique as a teaching technique that will used in control class. Translation technique may be classified as one of technique that can be used in teaching vocabulary. Nation in Cameron listed basic techniques by which teachers can explain the meaning of new words, all of which can be used in the learner classroom are demonstration or pictures, analitical definition, putting the new word in a defining context, and translating into another language.⁴⁸ It means that translation can be defined as a technique of teaching English especially for vocabulary. According to Molina and Albir, translation technique is defined as procedure to analyze and classify how translation equivalence

⁴⁸ Lynne Cameron, *Teaching to Young Learners*, (United Kingdom : Cambridge University,2001), p.85.

works.⁴⁹ It means that we need the procedures when translate some words either in oral or written form that called as the translation technique.

Concerning the explanations above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule. In this case, the writer will use this technique as a vocabulary teaching technique in control class.

b. Procedure of Teaching Vocabulary through Translation Technique

Here are procedure of teaching vocabulary through translation technique as follows:

- a. Class is taught in mother tongue, with little native use of the target (English).
- b. Vocabulary is taught in the form of list of isolated word.
- c. Students translate of isolated word from the target language to their mother tongue.
- d. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
- e. Students memorize vocabulary.

⁴⁹ Lucia Molina and Amparo Hurtado Albir, *Translation technique Revisited: A Dynamic and Functionallist Approach*, Universitat Autònoma de Barcelona, *Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autònoma de Barcelona, 2002), p.509.

c. Advantages and Disadvantages of Translation Technique

1. Advantages of Translation Technique

According to Howattin Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation very advantageous:⁵⁰

- 1) Invites speculation and discussion.
- 2) Develops qualities that are essential to all language: accuracy, clarity and flexibility.
- 3) The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- 4) Let's students practice a variety of styles and registers.

2. Disadvantages of Translation Technique

Mehta reveals following limitation of using translation technique:⁵¹

- 1) Encourages thinking in one language and transference into another with interference.
- 2) Deprives from learning within only one language.
- 3) Gives false credence of word-to-word equivalence.
- 4) Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- 5) Time-consuming activity.

⁵⁰ Dr Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Volume 14, No. 1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, accessed on April 16th, 2019

⁵¹ *Ibid*

6) Not desirable, since it uses the mother tongue

B. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of technique to make the students are interested and have motivation in learning English. The teacher must prepare the material as well and use suitable technique in teaching and learning vocabulary. In this case, the teacher can help the students by using snowball throwing technique in learning vocabulary. The researcher hopes that the students can learn more actively and have good progress.

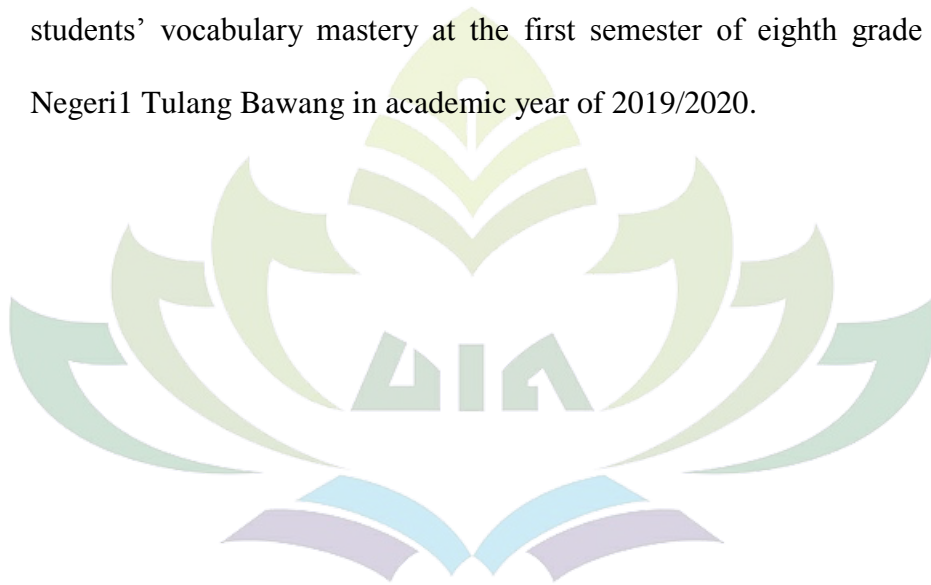
Based on previous explanation, snowball throwing technique is a technique that hope can be used to teach vocabulary. It is make learning becomes more effective and used to trains students to be more responsive. So, it can make students' vocabulary increase, because in this technique each group of students should make the key word then shape the key word paper like snowball, then throw it to other group and each group which get snowball given the chance to mention the idea based on key word in turn. Automatically the students will be get new vocabulary from their friends from others group. Therefore, their vocabulary will be add and increase. In conclusion, snowball throwing technique is hopefully expected to be an alternative technique which can be used to teach vocabulary. This technique is expected to create fun atmosphere learning and there are so many words appear and it can improve the students' vocabulary mastery.

C. Hypothesis

Based on theories and the frame of thinking, the writer formulates the hypotheses as follows:

H_0 = there is no significant influence of using snowball throwing towards students' vocabulary mastery at the first semester of eighth grade of MTs Negeri1 Tulang Bawang in academic year of 2019/2020.

H_a = there is significant influence of using snowball throwing towards students' vocabulary mastery at the first semester of eighth grade of MTs Negeri1 Tulang Bawang in academic year of 2019/2020.



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